

USING FLOWCHART AS A MEDIA TO IMPROVE STUDENTS' WRITING SKILL IN PROCEDURE TEXT FOR XI AKL 1 AT KAWUNG 2 VOCATIONAL HIGH SCHOOL SURABAYA

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ABSTRACT

Abstract : Using Flowchart as a Media to Improve Students Writing Skill in Procedure Text. A thesis of English Education Departement, The Faculty of Language and Science, Wijaya Kusuma University, Surabaya. The objectives of this research was to find out that flowchart as media can improve students writing skill and describe the implementation of flowchart in teaching writing in procedure text at Kawung 2 Vocational High School, Surabaya. This research implemented classroom action research (CAR), which was divided into two cycles, each of them included planning, acting, observing, and reflecting. A total of 27 students from class XI AKL 1, including 27 female students as the study's subjects. After evaluating the students' speaking abilities in cycles 1 and 2, the data were gathered. This research showed that writing skill among students were valued more highly during cycles 1 and 2 than before to the used of flowchart. The cycle 1 students' percentage score was 51,85% (14 students who achieved KKM), which did not satisfy the quality standard value (KKM). Cycle 2 saw an average growth of 81,48% (22 students who achieved KKM)), which was sufficient for the school's standard value and was deemed successful.

Keywords : Writing Skill, Flowchart, Procedure Text.

A. BACKGROUND OF STUDY

Language is the main thing to communicate with others. Language can also be used to communicate the speaker's thoughts, arguments, questions, and opinions. The speaker must use correct language in order to be accepted and understood by others. In this modern era, English is the world's most common used language. According to Stevens (2010) learning English will make it easier for everyone to get a job, easier to access the up-to-date information, easier to use the modern technology, and also can easier to hold a trip to the world. According to (Lauder, 2008) it is a subject which must be taught for three years in junior high schools and three years in senior high schools. Since the implementation of the 1994 Curriculum, English is also taught as an elective subject in elementary schools. It appears that the aims of the most recent English curriculum in Indonesia have been affected by the development of English language instruction

(Mattarima & Rahim, 2011).

Teaching and learning English in Foreign Language setting such as in Indonesia requires the students to learn four skills (Fadhilawati et al., 2020). The four language skills like speaking, listening, reading, and writing are the center of current practice in English language instruction, (Sadiku, 2015). According to (Burns, 2018). Writing skill is one of the four skills that should be learned by the students. Writing is regarded by (Sartono, 2015) is a useful skill for communicating thoughts, views, opinions, ideas, or feelings about anything in a way that is interesting, productive, and simple to understanding.

According to Wardani et al., (2014), writing appears to be the ability that students struggle with the most because it involves a complicated process from planning to final product. Students should be aware of various crucial writing elements, such as grammar, content, language use, and mechanics. The

challenge is not just in coming up with and arranging the ideas, but also in turning them into text that is readable. The reader may determine the author's intentions and messages from the text if it is readable.

Students must be taught the proper methods, strategies and media in class in order to teach them how to write. Students will struggle to embrace learning if the strategies and media are ineffective, making them unmotivated to practice writing. Many students have struggle to organize and develop their ideas and lack of vocabulary and error in their grammar. The students had trouble coming up with writing topics. They asked the teacher what they should write because they just had a few words to use. They copied the same story that their friend had written in their text books, and the others did the same. It can be said that they lacked ideas. As a result, it causes students to struggle when they are given writing task.

The problem was not only from the students, but also after the researcher observed at SMK Kawung 2 on 16th May 2023, it turned out that because of the conventional method that the teacher applied. Using a powerpoint presentation and the students' books, the teacher explained the material. It can be said less interesting, so students got bored quickly and became lazy to learn to write. Some students appeared to struggle with the material during the learning process, but they were too shy to ask question to the teacher. To solve the problem, based on the statements above, the researcher wanted to use the flowchart as a media to improve students' wrtiting skill in SMK Kawung 2 Surabaya. It can be a useful media for students to gather ideas because it makes writing easier for them.

According to (Ishimura & Bartley, 2008) The writing process includes a flowchart as well, which might assist students in their writing. The students are able to get some points. The students must continue to have ideas related to their writing assignment. Second, creating a paragraph using a flowchart offers students a fresh approach to writing sentences and paragraphs while also engaging them in the teaching and learning of English. The final step is providing feedback so the writer may edit their work and get better writing.

This research will aim to find out if flowchart can

improve students' writing skills at Kawung 2 Vocational High School Surabaya.

B. RESEARCH METHOD

Classroom Action Research (CAR) was the research methodology used in this study. The goal of classroom action research was to find a solution to the issue with English languages learning. Each of the two cycles of this research—cycles 1 and 2— included four phases: planning, activity, observation, and reflection. A second cycle has to be conducted if the first cycle failed to reach the required standards. It had to be done until the specified results was achieved if it still did not fulfill the specified standards. The results of first cycle were used to determine the needs of the next cycle until the strategy to solved the problem.

According to Arikunto (2006), classroom action research (CAR) is research carried out by teachers in the classroom with the aim of completing and enhancing the teaching-learning process. Action research in the classroom aimed to improve the situation in the teaching and learning process byworking with the English teacher in the classroom.

C. FINDING AND DISCUSSION

1. Preliminary Study

At this stage, the researcher found problems with the teaching and learning process of English in grade XI AKL 1. The goal of this observation was to know the problems of teacher in teaching writing skill and what teacher did to solve the problems in teaching writing. The researcher observed the teaching and learning process in class on May 16, 2023. There were 27 students in this class and the lesson began at 13.00 until 14.45. The researcher noted problems in the teaching and learning process, particularly in writing activities. Media used by the teacher when teaching was monotonous. The students had trouble coming up with writing topics. They asked the teacher what they should write because they just had a few words to use. They copied the same story that their friend had written in their text books, and the others did the same. It can be said that they lacked ideas. As a result, it caused students to struggle when they were given writing task.

Then after the classroom observation, the researcher also asked to the teacher about previous

score. The score of students XI AKL 1 did not reach the minimum standards of school grades (KKM).

NO	NAME	SCORE	RESULT
1	Aminah Nuzuriah	65	Not Passed
2	Andinia Yuliawati	55	Not Passed
3	Angel Oktavia	70	Not Passed
4	Azizah Nur Faidah	80	Passed
5	Balqish Annisa	50	Not Passed
6	Chiquita Ta'ast	50	Not Passed
7	Cindy Juliasari	65	Not Passed
8	Cindy Kartika Sari	75	Passed
9	Desy Permatasari	50	Not Passed
10	Dewi Roro Andini	65	Not Passed
11	Faiza Salsabila M	60	Not Passed
12	Farellia Putri Andini	45	Not Passed
13	Fitria Priskila Inneke	60	Not Passed
14	Fransisca Olivia	75	Passed
15	Habella	80	Passed
16	Husnul Khotimah	75	Passed
17	Prety Zhinta P.	50	Not Passed
18	Putri Amelia S	45	Not Passed
19	Refa Zolla A	80	Passed
20	Rianah k	60	Not Passed
21	Shofiyah R	80	Passed
22	Sindi Maulana	85	Passed
23	Tia Ananda W	75	Passed
24	Tsamrotul	70	Not Passed
25	Virka Alya	65	Not Passed
26	Wiji Lestari	50	Not Passed

The table above showed that only 9 students with percentages of 33,3% or converted up 33% got scores above the KKM, while the other 18 students with percentages 67% continue to receive scores that were below the KKM. Based on the result, the researcher aim to use flowchart to help students improved their writing ability in procedure text. It was expected that 75% of students in XI AKL 1 were able to get higher score than the KKM.

2. Implementation of Flowchart

a. Cycle 1

Cycle 1 was held on 16th May 2023, this cycle had four steps. The teacher gave warming up about what

lesson taught in previos meeting, and asking student whether they knew about procedure text. Then the teacher drew the example of procedure text using a flowchart on the whiteboard. After it was done, the teacher asked the students to look at the whiteboard. The teacher presented an example of procedure text using a flowchart that was “how to make an instant noodle”. The teacher guided the students to identify the generic structure, and language feature that existed in the example one by one.

Based on the results of the collaborator’s observation of students activity while learning activity, students were interested when the teacher explained about procedure text with flowchart. Some of the students got confused about what they would do and the teacher explained that they must identify that example from the function, generic structure, and language feature. The students began to make the example of procedure text with flowchart to measure students abilitiy in procedure text. Like usual, some of them asked about vocabulary. Moreover, a few students copied their friends because they were still struggle with what they would write.

NO	NAME	SCORE	RESULT
1	Aminah Nuzuriah	70	Not Passed
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3	Angel Oktavia	65	Not Passed
4	Azizah Nur Faidah	85	Passed
5	Balqish Annisa	65	Not Passed
6	Chiquita Ta'ast	55	Not Passed
7	Cindy Juliasari	75	Passed
8	Cindy Kartika Sari	70	Passed
9	Desy Permatasari	65	Not Passed
10	Dewi Roro Andini	80	Passed
11	Faiza Salsabila M	75	Passed
12	Farellia Putri Andini	65	Not Passed
13	Fitria Priskila Inneke	75	Passed
14	Fransisca Olivia	80	Passed
15	Habella	85	Passed
16	Husnul Khotimah	60	Not Passed
17	Prety Zhinta P.	80	Passed
18	Putri Amelia S	60	Not Passed
19	Refa Zolla A	85	Passed

20	Rianah	75	Passed
21	Shofiyah R	55	Not Passed
22	Sindi Maulana Dina	90	Passed
23	Tia Ananda W	70	Not Passed
24	Tsamrotul	80	Passed
25	Virka Alya	75	Passed
26	Wiji Lestari	60	Not Passed
27	Yolanda Cantika	65	Not Passed
The percentage of students who achieve score higher than the success indicator		$\frac{14}{27} \times 100 = 51,85\%$	

The table above showed that 14 out of 27 students, or 51,85% in class XI AKL 1 got score above the KKM. The remaining 13 students, or 48,15% had still not achieved a score higher than the KKM. There are 5 students increase in the number of students who reached the KKM. In the meantime, the researcher's success indicator was 75% of class XI AKL 1 students received a grade above the KKM: thus, the second cycle was needed to reach the goal of the success indicator.

b. Cycle 2

Cycle 2 was done in 7th June 2023. Cycle 2 completed by reflecting on the results of cycle 1. The teacher maximized her teaching and implementation of flowchart during this cycle. It was expected that students' writing skill would improve and gained the best result during this cycle.

The researcher started the class by greeting and the students answered and then prayed. The researcher checked the attendance of students and gave a warm up. The teacher gave another example of procedure text using flowchart and she ordered the students to identify it. The teacher gave 15 minutes to the students to identify the example of procedure test given by the teacher, after that the teacher asked the students to make a procedure text with flowchart and the topic adjust by the researcher. the researcher also made an observation checklist to collect the data of the situation of the class during the teaching learning process. The researcher observed the condition and enthusiasm of the students and the activity of the

teacher. This observation proposed to monitor and to evaluate the teaching learning process during the class in this cycle there was an increase in students' writing test results compared to the previous cycle, 81,48% which was successful. In this cycle there were some students who improved their scores.

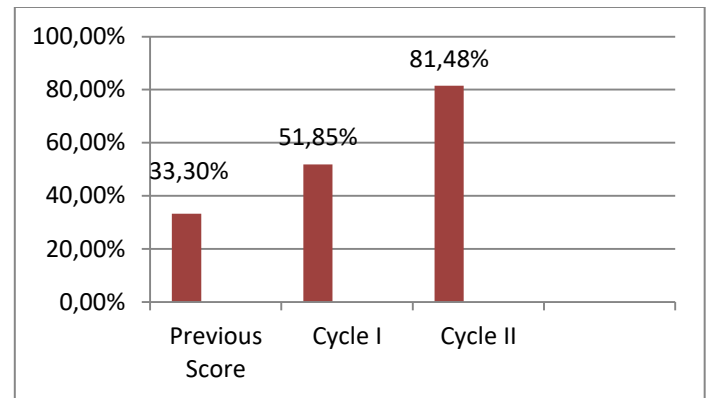
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14	Fransisca Olivia	90	Passed
15	Habella	90	Passed
16	Husnul Khotimah	70	Not Passed
17	Prety Zhinta P.	85	Passed
18	Putri Amelia S	85	Passed
19	Refa Zolla A	90	Passed
20	Rianah	85	Passed
21	Shofiyah R	85	Passed
22	Sindi Maulana Dina	90	Passed
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24	Tsamrotul	85	Passed
25	Virka Alya	80	Passed
26	Wiji Lestari	75	Passed
27	Yolanda Cantika	70	Not Passed
The percentage of students who achieve score higher than the success indicator		$\frac{22}{27} \times 100 = 81,48\%$	

Table above shows that, 22 students of XI AKL 1 received grade that were higher than the KKM. Students in class XI AKL 1 had been successful in passing the KKM if the percentages was 81,48%. Cycle 2 could be considered successful based on the results of the tests that the students too, as the success indicator determined by the researcher was

75% of students in class AKL 1 received scores above the KKM. On this test, it was clear that students' writing skill in procedure text had improved. The researcher came into conclusion that flowchart was able to help students class XI AKL 1 improved their writing skill.

The researcher discussed and described the research findings in this part. The researcher used CAR in this research. The researcher used flowchart as a media in this research to help students in SMK Kawung 2 Surabaya to improve their writing skill.

This research was started on May 16th, 2023 and ended on June 7th, 2023. The research objective was to improve the students' writing skills of XI AKL 1 through the use of flowchart. Before the researcher applied flowchart as media to improve students writing skill in class XI AKL 1, there were just a few students who achieved the minimum school grade (KKM). In the first cycle there were fifteen students who improve the minimum level score criteria. The percentage in cycle 1 was 51,85% which was not successful yet. Because some students still very lack of vocabulary. Whereas the vocabulary is needed to learn the target language and writing, it can be said that vocabulary played an important role in writing by enabling the use of the language in an active way. In the study by Coxhead (2012), the students individually carried out an integrated reading and writing task and then participated in an interview which focused on their language learning background and academic studies through vocabulary use in the reading and writing task. So, researcher continue in cycle 2. The percentage of students score was higher than cycle 1, there were 81,48% with 22 students who improve their scores. In two cycles, the actions were effectively carried out. Researcher arranged the following diagram based on the cycles :



Based on the diagram above, the application of using flowchart as media in teaching writing increased significantly. The researcher conducted the procedure to improve the students' writing skill by using flow chart adapted from (Galko, 2002) Firstly, the researcher led the students to understand what the topic discussed by having a conversation with students. Then, the researcher explained material about procedure text to the students. Next, the researcher gave an example about procedure text. Then, the researcher used flow chart to make students more understand. In the first cycle, students were still adapting by using flowchart, so students took a lot of time because it was something new for them. In the second cycle, students accustomed to learning writing using flowchart. They followed the lesson very enthusiastically, they were also very excited to practice writing.

At this stage, it described the efforts to overcome problems in teaching and learning writing before implementation the actions. Based on research, students had trouble coming up with writing topics. They asked the teacher what they should write because they just had a few words to use. They copied the same story that their friends had written in their text books, and the others did the same. It can be said that they lacked ideas. As a result, it caused students to struggle when they were given writing task. The problem from the teacher was the conventional method that the teacher applied. It can be said less interesting, so students got bored quickly and became lazy to learn to write

The researcher proposed to use flowchart as a media to improve students' writing skills. By using flowchart as a media was expected to help students improve their writing skills. Sawitri (2014) states on

the result of their study they could be motivated to learn English successfully by using flowcharts, particularly when writing straightforward cause-and-effect sentences. It was demonstrated by how actively and enthusiastically they participated in the treatment. The use of flowcharts assisted students to come up with numerous concepts and selected the right language. In conclusion, researcher succeeded in applying the media in learning writing. Students were also enthusiastic when taking lessons in class. So that the aim of researcher was to get success in learning writing using flowchart.

D. CONCLUSION AND SUGGESTION

Based on the findings and discussion in previous chapter, it shows the results improving students writing skill. The researcher analyzes the students' writing skill according to their writing in cycle I and cycle II. Based on the result, the students' writing skills increased. The use of the flowchart could improve the students' writing skills in procedure text. Although in the first cycle not all students passed the minimum subject assessment standard (KKM), most of the students achieved better results after the researcher applied flowchart to improve students' writing skill. The use of the flowchart also increased the students' enthusiasm in English class. The students' observation checklist showed that some of the students more active to make some questions when they did not understand the material. The students feel enjoy the use of the flowchart method in teaching procedure text in the class. There is a significant improvement in the students' writing skills in procedure text using the flowchart as a media. The result was discussed and presented about the students' scores in the cycle 2. It means that flowchart was a good media to improve student's writing skill. Students score of XI AKL 1 that researcher got from English teacher in the pre cycle were not reach standards score. In first cycle the percentage of students improvement score was 51,85% and in second cycle 2 the percentage of students improvement was 81,48%. It can be concluded that the implementation of using flowchart as media in

writing was successful because the percentage of student score was more than 75% from standard set by school.

The researcher make some suggestion addressed to the teacher, the students, and the other researcher in the future. The teacher can use the flowchart as a method in the teaching learning process to improve the students' writing skills in procedure text. The use of flowchart can improve the students to develop their ideas. The flowchart is an interesting media that improves the students' creativity and makes the students do not feel bored and more understand the material. The teacher is suggested to use different media to the students to get some new experience in the teaching learning process during the class. The students can use the flowchart as a media in their study. It will help the students to improve their writing skills and understanding of the material. The researcher also suggests to the future researcher to do Classroom Action Research in using flowchart as the media to improve the students' writing skills. The future researcher can apply and examine the using of flowchart in the teaching and learning process.

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